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ABSTRACT

Youth for Justice uses the power of active learning to teach youth practical information about the law while addressing the risks associated with being young in the United States today. This unique initiative is a law-related education (LRE) program supported by the United States Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP). Through a dynamic process, LRE helps young people learn about the legal system and understand concepts such as justice, freedom, responsibility, equality, and authority. LRE programs in school, community, and juvenile detention settings engage kindergarten through grade 12 youth as partners in the learning process and equip them to face the daily challenges presented by drugs, peer pressure, crime, and violence. This bulletin describes both the programs that are funded under Youth for Justice and some other LRE programs and publications that can serve as resources to enhance the funded programs. (BT)

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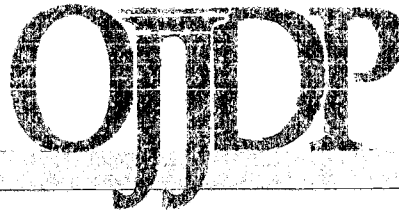
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April 2001

J U V E N I L E J U S T I C E B U L L E T I N

Youth for Justice

Paula A. Nessel

Youth for Justice uses the power of active learning to teach youth practical information about the law while addressing the risks associated with being young in America today. This unique initiative is a law-related education (LRE) program supported by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP). Through a dynamic process, LRE helps young people learn about the legal system and understand concepts such as justice, freedom, responsibility, equality, and authority. LRE programs in school, community, and juvenile detention settings engage kindergarten through grade 12 youth as partners in the learning process and equip them to face the daily challenges presented by drugs, peer pressure, crime, and violence.

Youth often think of the law as something that is imposed on them rather than as something that allows society to function and that makes their lives more secure. Law-related education teaches children that they have both rights and responsibilities under the law and that a democracy depends on its citizens to actively exercise those rights and responsibilities. Young people who understand the law, the legal system, and their role in obeying existing laws and influencing the passage of new laws have a vested interest in practicing good citizenship. Valuing their roles as citizens and feeling connected to democracy help youth understand why they should obey the law. OJJDP promotes this connection through Youth for Justice.

The program consists of a network of national and State nonprofit organizations that support LRE. These organizations, commonly referred to as "projects," provide resources for classroom teachers, youth workers, and community resource people to use in educating children about the law and citizenship. The resources vary from one project to another, but they commonly include the following:

- ◆ Training teachers and lawyers to engage children in learning about various law-related topics.
- ◆ Organizing student events such as mock trials, moot courts, peer mediations, youth summits, and youth courts.
- ◆ Providing lending libraries of LRE materials.
- ◆ Publishing LRE lessons or textbooks.
- ◆ Organizing lawyers' visits to classrooms.

Youth for Justice projects promote their resources to education and legal professionals and assist them in creating or joining local LRE programs.

The projects support LRE in elementary, middle, and high schools and in other community and juvenile justice settings. Teachers collaborate with lawyers, law students, judges, police officers, government officials, and other members of the community to lead discussions and activities both in and outside of the school classroom. Students gain critical thinking skills as they debate issues, discuss public policy, and participate in mock trials, youth courts, service learning, and peer mediation programs.

A Message From OJJDP

Respect for the law is a mark of our respect for the rights of others and an essential ingredient of civil society. Where laws are disregarded, rights are imperiled.

At times, it may be difficult to understand this concept, particularly when we are young. Often, youth see laws as unreasonable restrictions imposed by adult authorities on their personal freedom rather than as necessary safeguards to protect their rights—and the rights of their neighbors.

Law-related education engages youth of all ages in the process of learning about the foundations of justice, freedom, and responsibility. It teaches them ways that they can practice good citizenship and contribute to their communities. Thus, it has a critical role to play in preventing juvenile crime.

Through the Youth for Justice program, described in this Bulletin, OJJDP works with nonprofit organizations to support law-related education projects that share these important purposes.

Law-related education inculcates protective factors in the youth it educates, thus buffering them from the problems and circumstances that might lead to their involvement in delinquency and other negative behaviors. In so doing, it protects the rights and liberties of Americans to ensure a better future for all.

Law-Related Education

Third grade students listen with rapt attention as a police officer explains the importance of laws by telling the story of "Lawlessville, U.S.A."; seventh graders act as peer mediators to settle a dispute over damaged textbooks; high school students discuss the pros and cons of an antigang loitering law with a visiting lawyer.

These are examples of law-related education, which Congress has defined as "education to equip non-lawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which they are based."¹

¹ 20 U.S.C. § 2965 (1988).

The practice of LRE is not limited to Youth for Justice. The national and State organizations that receive funding from Youth for Justice also carry out a wide spectrum of additional LRE programs. One of Youth for Justice's key objectives is to provide grant support for key LRE programs that enhance youth involvement in violence prevention. This Bulletin describes both the programs that are funded under Youth for Justice and some other LRE programs and publications that serve as resources to enhance the funded programs.

Delinquency Prevention

From 1979 to 1984, OJJDP funded several national LRE projects—the American Bar Association (ABA) Division for Public Education, the Center for Civic Education, the Constitutional Rights Foundation (with the Constitutional Rights Foundation Chicago), Phi Alpha Delta Public Service Center, and Street Law, Inc.—to assess whether LRE programs could prevent juvenile delinquency. The research found that, if properly implemented, LRE could have significant positive effects on students' knowledge, attitudes, and behavior (National Law-Related Education Evaluation Project, 1984). The research determined that the distinguishing characteristics of the most effective LRE classes were as follows:

- ◆ Adequate preparation and use of outside resource persons who related well to youth.
- ◆ Sufficient quality and quantity of instruction.
- ◆ Interactive strategies to foster critical thinking and positive peer interactions.
- ◆ Balanced curriculum materials that presented all sides of controversial issues and demonstrated the pros and cons of decisions.
- ◆ Peer training and development of support networks to foster fidelity of program implementation.
- ◆ Strong administrative support that contributed to the institutionalization of LRE.

More recent research has supported LRE's positive association with delinquency prevention. In their social development strategy, Catalano and Hawkins (1995) identified a number of risk factors that increase the likelihood that young people will engage in delinquent behaviors. Some of the risk factors are alienation or lack of bonding, early and frequent antisocial behavior, family conflict, family history of high-risk behaviors, family management problems, school failure, association with delinquent peers, poverty, community disorganization, and transitional or mobility issues. OJJDP's Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders supports programs that reduce these risk factors and develop protective factors. LRE is a delinquency prevention and intervention program that plays an important role in the development of protective factors.

Catalano and Hawkins (1995) identify bonding, or the sense of being connected to others, as one of the most critical protective factors in the development of healthy behaviors. LRE instruction consistently includes community resource persons in instructional strategies, thereby providing young people with opportunities to meet and bond with community role models. LRE routinely employs small group activities that not only encourage bonding among students in general but also give at-risk students the opportunity to interact and form bonds with nondelinquent peers.

Law-related education fosters the development of additional protective factors by teaching life skills such as problem solving, social competence, and autonomy.

Participation in mock trials and legislative hearings, moot courts, conflict resolution programs, service learning, youth courts, and other LRE activities enhances communication skills. These activities also help students identify various solutions to problems, assess options and consequences, gain new perspectives, and think critically. LRE group strategies develop social participation skills, including acceptance of differing views and cooperation. Evaluations of LRE programs in the past two decades have shown that LRE helps achieve these outcomes.¹

Collaboration Between National and State Projects

Youth for Justice is coordinated by a consortium of the five national not-for-profit organizations listed in the previous section. These groups provide professional staff development and technical assistance, develop LRE instructional materials, conduct research and development, collaborate with other youth-serving organizations, provide information to the public, and conduct a wide variety of community and school-based programs. In addition to the national projects, there is a network of State Youth for Justice projects.

The State Youth for Justice projects sponsor a variety of educational programs, resources, and events. The most popular programs are conferences, institutes, workshops, and training for teachers and other professionals; mock trial competitions; lending libraries or resource centers; youth summits; and "lawyer in the classroom" activities. State projects may also produce products that explain young people's rights and responsibilities. These products include newsletters, mock trial scripts/scenarios, lessons, and brochures. Most State projects are affiliated or work cooperatively with State bar associations. Some projects are operated by bar associations, while others are operated by school districts, State boards of education, universities, law schools, or offices of the courts.²

Staff Development and Training Opportunities

The national Youth for Justice projects provide national and regional training in LRE techniques to educational, legal, law enforcement, and juvenile justice professionals. "Training of trainers" classes

prepare experienced LRE teachers to teach education and legal professionals how to engage students in LRE activities. These classes convene selected State LRE project staff members and experienced LRE teachers for leadership training on the programs and products developed by Youth for Justice. Participants are expected to train others in their States. Other training, specific to certain instructional materials developed by the national projects, is described in the sections that follow. Additional training, staff development, and networking opportunities are provided through conferences such as the Law-Related Education in Juvenile Justice Settings Conference and the Youth for Justice State Directors' Meeting (both described below) and the National Law-Related Education Leadership Conference (described on page 4).

The Law-Related Education in Juvenile Justice Settings Conference provides the opportunity for administrators, educators, and other professionals involved in juvenile detention and diversion programs to collaborate with State and national Youth for Justice projects to implement LRE strategies in their unique settings.³ Program funding supports a limited number of scholarships for conference participants. A followup practitioner's institute is planned for conference participants who demonstrate that they already have significant LRE programs in place in their juvenile justice settings.

At the Youth for Justice State Directors' Meeting, directors of State LRE centers share successes and challenges and learn about opportunities to strengthen their programs by participating in Youth for Justice. State and national project staff lead sessions that present innovations and achievements of sponsored programs, grant-funded opportunities available to State projects (e.g., youth summits or intensive technical assistance), and topics at the cutting edge of the LRE field, such as using technology to expand projects' outreach.

Youth Summits

Youth summits are programs that are designed to help youth and adults identify and understand public policy issues and to encourage active youth involvement in solving the problems that face their communities, particularly violence by and against youth. Youth summits provide a forum through which young people can (1) share their perspectives on serious problems that directly affect

them; (2) make recommendations to policymakers and each other for reducing and eliminating problems; (3) learn from other youth, and the adults working with them, who have been successful in addressing problems; and (4) design projects through which they can participate actively in solving problems. Youth summits are usually 1-day events held at a single site, drawing students from several secondary schools and policy experts from a variety of backgrounds, including police, lawyers, and governmental officials. They meet in large and small groups, share information and ideas, and conclude with action plans.

Youth summits give young people an opportunity to share their ideas in an environment where their opinions are sought, listened to, and respected. Summits give youth both an understanding of the law and strategies for active involvement in solving national problems.⁴

A new youth summit supported by Youth for Justice is the National Online Youth Summit, which engages high school classrooms around the country in computer-linked discussions with each other and with public policy experts on topics such as the antigang loitering law. See page 5 for more information about these summits.

Youth Courts

Youth courts, also known as teen courts, student courts, and peer juries, are courts

in which youth decide the dispositions for their peers who have committed minor offenses. Youth courts have proliferated through a grassroots movement of legal and community leaders who believe youth can help each other turn away from delinquent behavior and become productive members of their communities. Youth courts also help participants learn about the American justice system and their role in making it work.

The National Youth Court Center (NYCC) at the American Probation and Parole Association (APPA) provides training and technical assistance and serves as an information clearinghouse for youth court programs in the United States. The Center was created by OJJDP and funded through OJJDP's Juvenile Accountability Incentive Block Grants program. The Center assists in developing and operating effective youth court program models that strengthen the ability of the juvenile justice system to hold youth accountable for their behavior while enhancing public safety through active participation in the juvenile justice system.

Youth for Justice supports both the educational and delinquency prevention goals of youth courts. The program sponsored ABA's publication of *Technical Assistance Bulletin No. 17: Youth Court: A National Movement*, which was widely distributed to bar associations, LRE practitioners, juvenile and family court judges, and other juvenile justice professionals.⁵

A Youth Court Teen Volunteer

When I began Youth Court at age 14, I was wary of its intent. The idea of erasing a teenager's criminal record in exchange for community service hours appears to be a lenient consequence for a wrongful act. How are young people ever supposed to learn what is acceptable and what isn't if society is willing to look the other way? I realized that it is easy as an outsider to claim that youth courts are just another way for teenagers to escape responsibility.

Looking back on my 4-year involvement with the program, I can now answer the question without any reservations. Although the program is not entirely flawless, it offers a unique opportunity for teenagers who make that one life-altering mistake. Youth court gives students faced with the repercussions of having committed a crime the chance to fix the problem before it escalates into something uncontrollable. Instead of being bound by what is often a one-time mistake, these students can move on without the stigma of a criminal record. After working with these students, I saw that many of them had other issues that contributed to their actions. Taking on the role of student defense lawyer, I listened to their concerns and saw that many honestly regretted what they had done. In the end, the offenders that I encountered were glad to place their fate in the hands of their peers, and they learned from their mistakes.

—Maria A. Comella

Youth volunteer for The Colonie Youth Court in New York for 4 years

It promotes awareness of youth courts by featuring them in its publications and at its national meetings. It is also sponsoring ABA's development of educational/training materials for youth who volunteer in a youth court and Phi Alpha Delta Public Service Center's effort to link law students and lawyers to local youth court programs. Other national Youth for Justice projects are also involved in youth courts. Street Law, Inc., is developing interactive LRE community service educational lessons linked to the most common offenses for which youth are referred to youth court, and the Constitutional Rights Foundation is planning to modify service learning materials for use in youth courts.

Intensive Technical Assistance

Since the mid-1980's, OJJDP's LRE program has provided technical assistance to establish and enhance statewide LRE projects. Since 1998, Youth for Justice has offered intensive technical assistance and funding to a select number of statewide projects with special needs. Recipients of this assistance are chosen through competitive grant proposals. Outcomes, such as infrastructure building and teacher training, are assessed by the Social Science Education Consortium (SSEC) in Boulder, CO, to measure the effectiveness of the assistance received and document the lessons learned for potential replication.⁶

Public Outreach

Youth for Justice informs the public about its programs through print, the Internet, presentations at conferences, and ABA's National Law-Related Education Resource Center, which gathers information about LRE programs and products from around the Nation and acts as a clearinghouse. Inquiries via telephone, fax, and e-mail are answered with referrals to an array of resources on a wide variety of LRE topics. The Resource Center also refers those seeking information to their State's LRE project and the other national projects to make them aware of the wealth of resources that are available.

A free national newsletter, *Law Matters*,⁷ features news, information, and resources of interest to an audience of 10,000 LRE practitioners and supporters. The Adjunct ERIC Clearinghouse for Law-Related Education, a part of the U.S. Department of Education's Educational

Resources Information Center (ERIC) for Social Studies/Social Science Education, gathers LRE publications in its national database, which is accessible in libraries around the world.⁸ The program also provides LRE information for *ERIC Digests* that are widely distributed through the ERIC system.

Outreach via the Internet has become increasingly important. All of the national and most of the State Youth for Justice projects have Web sites that provide extensive information about LRE programs and publications. Many of the Web sites include links to related sites, LRE lessons, and classroom strategies that teachers and others can download. In addition, the program uses listservs and e-mail groups to share information with and publicize new programs to LRE practitioners, related organizations, and the media.

The program's collaboration with other youth-serving organizations includes making presentations about LRE topics at other organizations' national, State, and regional conferences. Organizations that feature Youth for Justice presentations at their conferences include the National Association of School Resource Officers, the National Council of Juvenile and Family Court Judges, the National Community Education Association, and the National Council for the Social Studies.

Research and Development

Youth for Justice has supported the research and development of a number of new LRE models. The Constitutional Rights Foundation Chicago created a supplementary fourth and fifth grade curriculum, *Violence-Prevention Outcomes in Civic Education* (VOICE), that teaches U.S. history and government using mediation, LRE, and service learning as primary teaching strategies. The Center for Civic Education and the Constitutional Rights Foundation collaborated to create the Bell Gardens Research Project, which uses LRE and civic education and service to enhance knowledge about U.S. and world history in the fourth and fifth grades. Street Law, Inc., created Parents and the Law, a program that provides lessons focused on legal topics such as child support, paternity, custody, and housing to help young parents improve their family life. These models were favorably evaluated in the late 1990's and are now being replicated nationally through teacher training and technical

assistance from the national projects (Social Sciences Education Consortium, 1998b; Esfondari, 1998; Clawson and Shelden, 1998).

The National Consortium

The following sections describe the five national organizations that coordinate Youth for Justice and highlight their LRE programs, publications, and, when applicable, training opportunities.

American Bar Association Division for Public Education

Since 1971, ABA's Division for Public Education has combined the strengths of America's legal and educational communities to provide national leadership to both established and emerging audiences in the field of law-related education. ABA's programs and products are designed to strengthen young people's understanding of their rights and responsibilities and prepare them for active participation in public life.

Program Highlights

The National Law-Related Education Leadership Conference is the principal national professional development and networking conference in the field of LRE. The biennial conference brings together national, State, and local LRE program staff; legal, educational, law enforcement, and juvenile justice professionals; and representatives of educational, legal, judicial, and community organizations. The conference focuses on topics relevant to program goals such as engaging youth to

Assessment

Many programs and products supported by Youth for Justice have been evaluated to assess their effectiveness. Most recently, evaluations have been conducted on the research and development models, youth summits, intensive technical assistance outcomes, and various conferences and trainings. These reports are available from the Social Science Education Consortium (SSEC). With the assistance of SSEC and Caliber Associates, the program is studying the feasibility of a national evaluation of LRE.

Collaboration With Related Organizations

Youth for Justice projects collaborate with a wide variety of other youth-serving programs and organizations to enhance their effectiveness by using LRE resources. Some of the OJJDP-sponsored programs collaborating with the projects are the National Youth Network, the National Resource Center for Safe Schools, SafeFutures, and the National Youth Court Center. Youth for Justice also collaborates with the National Council for the Social Studies and the U.S. Department of Education's National Assessment of Educational Progress for Civics.

learn, serve, and lead; considering the future of human and civil rights in the United States; and educating youth for democratic citizenship.

The National Law-Related Education Resource Center collects and disseminates information about LRE resources that are available not only from ABA but also from other organizations throughout the Nation. The Resource Center responds to mail, telephone, and electronic inquiries about all aspects of Youth for Justice and uses its Web site, e-mail groups, listservs, targeted mailings, and newsletter, *Law Matters*, to keep friends and practitioners of LRE informed about the latest resources and information for the field.

Bar-school partnerships are ABA's unique assets. ABA has a membership of more than 400,000 lawyers and connections to nearly 700 State, local, women's, and minority bar associations and young lawyer affiliates. ABA uses targeted mailings, journal articles, presentations at meetings, and publications to promote Youth for Justice to ABA members and to other bar associations, encouraging lawyer-teacher partnerships at the State and local levels.

Law Day, led by ABA, is celebrated nationwide on May 1. ABA widely distributes a planning guide, provides extensive information and resources on a Web site,⁹ and promotes Law Day activities to State and local bar associations, schools, and the media. Among the activities promoted for middle and high school use are conversations with leaders in the law (both in person and online) and a student photography contest for depictions of the Law Day

theme. A variety of classroom activities are offered for students from kindergarten through grade 12.

Interactive online programs for students make use of new technology. ABA has created cutting-edge interactive Web-based programs, beginning with the 1998 national Online Conversation with the *Tinker v. Des Moines* plaintiffs. The "conversation" was an electronic question-and-answer session between secondary school students around the country and the three plaintiffs in the 1969 landmark Supreme Court students' rights case, *Tinker v. Des Moines*. The plaintiffs were suspended from school as teenagers for wearing black armbands to mourn the casualties of the Vietnam conflict. In addition to the students' questions and the *Tinker* plaintiffs' answers, the Web site included educational information about the case and links to additional information.

The National Online Youth Summit, begun during the 1999–2000 school year, electronically links 50 high school classrooms from across the Nation and enables students to discuss important issues with each other and with legal and public policy experts. Topics have included Chicago's antigang loitering law and restrictions on youth access to the Internet and mass media. The online summit provides printed teacher resource guides, listservs connecting participating classrooms, a Web site filled with topical information and links, a Web message board that allows students to communicate with each other, and an

electronic question-and-answer forum via e-mail or conferencing software for "live chats" with legal and public policy experts. The summit's Web site¹⁰ is available to all teachers and students for enhancing local youth summits or classroom enrichment.

Youth/teen court networking has been promoted and supported by ABA since 1991 through mailings, articles in newsletters, presentations at conferences, representatives on national youth court advisory committees, and the publication *Technical Assistance Bulletin No. 17: Youth Court: A National Movement*. In the 2000–2001 school year, ABA is creating the Youth Court Youth Volunteer Educational/Training Package to provide high-quality educational resources to train youth volunteers and to enhance their understanding of the law and the justice system.

Publications

After City of Chicago v. Jesus Morales: A Resource Guide for Teachers provides information that helps high school teachers educate their students about the historical, social, and philosophical foundations of constitutional democracy through the lens of a 1999 Supreme Court decision with wide-ranging legal and social implications for people across the country. The Supreme Court's decision in *City of Chicago, Petitioner v. Jesus Morales et al.* found a controversial Chicago "anti-gang congregation" (loitering) ordinance unconstitutional because it violated due process.

The Online Youth Summit Experience

Student journalists are eager to tackle tough issues such as gang involvement, drug abuse, censorship, and race relations. While they may gather research from libraries and community resources, few have the opportunity to interview truly authoritative sources. That's why I was eager to involve my journalism students in the ABA's Online Youth Summit.

The first-semester summit centered on a Supreme Court decision related to gangs. Readings provided by ABA offered objective background on topics such as racial profiling and curfew laws. Students prepared questions for nationally known experts, incorporated their remarks in classroom writing activities, and prepared for a press conference with a local police officer. Students enjoyed responding to questions on the ABA Web site, where they compared their views with those posted by other teens across the country.

Information gathered for the summit became a front-page feature in our high school newspaper. The online summit allowed students from a small midwestern town to be in touch with their peers around the Nation and with world-class legal experts sharing insights on a crucial issue.

—Sheryl Hinman
Journalism teacher at Galesburg High School in Illinois

Insights on Law and Society is a new magazine for high school teachers of government, history, and law. This classroom aid combines print and an integrated online format that includes thematic editions on law-related topics; feature articles of special interest to students; teaching strategies, activities, and resources; Supreme Court and congressional updates; and much more.

Law Matters is a free newsletter that provides LRE information and resources and a platform for networking and outreach in schools and community settings.

The Bar-School Partnerships series provides how-to handbooks for teachers, lawyers, court personnel, law enforcement professionals, and others. Titles include *Sure-Fire Presentations*, *Putting on Mock Trials*, *Courts and the Schools*, and *Everybody Wins: Mediation in the Schools*.

Essentials of Law-Related Education (American Bar Association Special Committee on Youth Education for Citizenship, 1995) provides a definitive description of the goals, content, and effectiveness of law-related education and is to be used by LRE leaders in advancing national civics education goals and standards.

Mock trials for elementary-level students are based on fairytales and include scripts; for secondary-level students, the mock trials are fictitious civil and criminal cases. At both levels, mock trials include tips on preparing and conducting a trial and simplified steps and rules for a trial.

Technical Assistance Bulletins are 4- to 12-page publications on special topics relevant to the field of LRE. Recent titles are *Technical Assistance Bulletin No. 15: Law Magnet Programs*, *Technical Assistance Bulletin No. 16: Vicarious Violence on the Screen*, *Technical Assistance Bulletin No. 17: Youth Court: A National Movement*, and *Technical Assistance Bulletin No. 18: Youth Summits*.

Center for Civic Education

The Center for Civic Education (CCE) is a nonprofit, nonpartisan corporation affiliated with the State Bar of California. The Center's mission is to foster the development of informed, responsible participation in civic life by citizens who are committed to the values and principles that are fundamental to American constitutional democracy. CCE develops

and implements programs in civic education for public and private schools at elementary and secondary levels, cooperating with educators and scholars in the social sciences, humanities, and law. The Center offers curricular materials, leadership training, teacher education, and research and evaluation in civic education. It can assist with program development, teacher training, use of community resources, and programmatic and financial support. CCE supports the LRE programs described below.

Program Highlights

The School Violence Prevention Demonstration Program is attempting to measure the effects of civic education on student attitudes that are correlated with violent behavior. Evaluative studies of the program will determine whether civic education instruction, using high-quality materials and professional development for teachers, can serve as a protective factor against violent behavior.

We the People. . . Project Citizen is a civic education program for middle school students that promotes competent and responsible participation in State and local governments. Its curriculum actively engages students in learning how to monitor and influence public policy. Each class produces a portfolio that displays its work and presents this portfolio to other classes or community groups. Classes also may enter their portfolios in a local competition with other classes. Some States also participate in the national Project Citizen portfolio competition. Project Citizen materials are available in English and Spanish.

We the People. . . The Citizen and the Constitution is a nationally acclaimed program that focuses on the history and principles of the U.S. Constitution and Bill of Rights for upper elementary, middle, and high school students. The program's curriculum enhances students' understanding of the institutions of American constitutional democracy and helps them identify the contemporary relevance of the Constitution and Bill of Rights. The program's culminating activity is a simulated congressional hearing in which students demonstrate their knowledge while they evaluate, take, and defend positions on relevant historical and contemporary constitutional issues. CCE also sponsors competitions in the format of hearings at the State and national levels.

The National Campaign To Promote Civic Education is a joint effort of CCE and other organizations to foster more sustained and systematic attention to civic education in the country's schools. This campaign has two important objectives: to reaffirm the civic mission of the Nation's schools and to encourage States and school districts to devote sustained and systematic attention to civic education from kindergarten through grade 12.

Civitas: An International Civic Education Exchange Program is a cooperative project of a consortium of civic education organizations in the United States and other participating nations. The program is supported by the U.S. Department of Education and is being conducted with the cooperation of the United States Information Agency and its affiliated offices throughout the world. Participants sponsor seminars and exchanges of delegations of educators, scholars, and officials and jointly adapt and develop curricular materials to enhance civic competence and responsibility among youth in emerging and established democracies.

Publications

The Exercises in Participation Series includes two documents that are of particular relevance to LRE. *Drugs in the Schools: Preventing Substance Abuse* provides a seven-lesson student book and teacher's guide to help students develop a school drug prevention program. *Violence in the Schools: Developing Prevention Plans* provides a nine-lesson student book and teacher's guide to help students develop school violence prevention plans. This series offers upper elementary and middle school students the opportunity to learn to cooperate with their peers by examining and proposing remedies for contemporary issues facing the United States and the world. Designed to be incorporated into social studies, language arts, or health courses or advisory periods, the series encourages classroom participation by community resource people such as police officers, legislators, judges, and State and local government officials.

National Standards for Civics and Government identifies what students should know in the fields of civics and government when they complete grades 4, 8, and 12. The standards have been endorsed by civic and professional groups and are being used by States and local school districts.

CIVITAS: A Framework for Civic Education is a comprehensive model for civic education for children from kindergarten through grade 12. *CIVITAS* sets forth in detail the civic knowledge, skills, dispositions, and commitments necessary for effective citizenship in the 21st century.

Comparative Lessons for Democracy was developed as a resource book for high school teachers as part of the Civitas program. The lessons actively engage students in comparative analyses of the histories and transitions of emerging democracies in central and Eastern Europe. The volume includes lesson plans and resource materials intended for use in high school government, comparative government, world history, and current affairs classes.

American Legacy: The U.S. Constitution and Other Essential Documents of American Democracy is a pocket-size guide to the Nation's core documents, such as the Declaration of Independence and the Gettysburg Address, with passages from other documents that encompass essential ideas of American democracy.

The Foundations of Democracy Series is a comprehensive civic education curriculum for teachers and students based on four concepts that are fundamental to understanding constitutional democracy: authority, privacy, responsibility, and justice. Classroom materials progress in scope and complexity from kindergarten through grade 12. They emphasize cooperative learning and student participation and include stories, cases, and extensive illustrations. Teacher's guides help instructors with discussions, writing exercises, cooperative group work, simulations of town meetings, board hearings, legislative debates, mediation, trials, and alternative assessment strategies.

Training Opportunities

CCE offers a number of training opportunities for teachers, generally during the summer months. Each July, CCE sponsors a 3-week national academy, Political and Constitutional Theory for Citizens, for American and international teacher-scholars to study major works of political theory. Five regional 1-week institutes prepare educators to participate in the We the People...The Citizen and the Constitution program by examining the seminal ideas and texts that formed the foundation of the U.S. Constitution.

Each year, CCE sponsors at least one professional development institute based on the We the People... Project Citizen program in Newport, RI. It attracts teachers from the United States and both Northern Ireland and the Republic of Ireland. Another Project Citizen institute is held in conjunction with the annual meeting of the National Conference of State Legislatures. The conference showcases Project Citizen's national portfolio competition. CCE also sponsors one training-of-trainers session each year on a selected topic.

Constitutional Rights Foundation

The Constitutional Rights Foundation (CRF) and Constitutional Rights Foundation Chicago (CRFC) are nonprofit, nonpartisan organizations dedicated to educating young people to be more effective citizens through LRE and civic participation. CRF publishes a variety of learning resources, including full-length and supplemental texts, curricular and informational newsletters, and student handbooks for general and at-risk populations. CRF provides training on its materials and programs and on contemporary issues that affect young people. CRF also offers help in planning and implementing teacher-training programs, advisory boards, Law Day events, youth summits, police and judicial field experiences, youth conferences, and mock trial competitions.

Program Highlights

Youth Summits, sponsored by CRF, are designed to help youth and adults identify and understand public policy issues and to encourage youth to participate actively in developing solutions to problems that their communities face. The *Youth Summit Planning Guide* (1996) and additional summit resources are available on the Internet.¹¹

California State Mock Trial, a CRF-sponsored competition, involves high school and middle school student teams in a simulated court case. Volunteer judges and attorneys assist in coaching or adjudicating mock trials throughout California.

Sports and the Law is an in-school or afterschool model that helps students develop an understanding of rules and laws through curriculum and sports activities.

Publications

The following classroom-tested CRF resources combine traditional instruction with interactive activities such as simulations and direct contact with outside resource workers.

Bill of Rights in Action is a free quarterly newsletter that provides student readings and interactive teaching strategies focusing on the legal aspects of historical and contemporary issues for U.S. history, government, and world history courses.

Criminal Justice in America is a six-unit high school text, supported by a teacher's guide, that presents a comprehensive survey of criminal justice through an examination of criminal law and procedure and every aspect of the criminal justice system. Each unit features enrichment activities such as role-playing and moot court trials.

Violence-Prevention Outcomes in Civic Education (VOICE) is a year-long, seven-unit elementary school social studies program designed to increase academic achievement, foster peaceful resolution of conflict, and establish the habit of community service among fourth and fifth graders. The text helps students gain basic civic knowledge about how the U.S. Government works and about their roles as citizens in the Nation's constitutional democracy.

Youth and Police is designed to help middle school students learn about law, improve their relations with police, and

Training of Trainers

"This is the best training experience I have had." This comment was typical of the reactions garnered by a recent Youth for Justice training-of-trainers session. Sixteen people nominated by State LRE project directors attended the professional development institute held October 30 through November 5, 1999, in Santa Monica, CA. In addition to the American educators, a program officer for Civitas Nigeria participated. The institute prepared participants to teach their peers how to use CCE's Foundations of Democracy curriculum. Participants earned certification to conduct national and international training sessions on the Foundations' curriculum.

The Illinois Youth Summit: Policy Analysis and Community Service

The Illinois Youth Summit combines in-class policy analysis with community service to address issues of violence and public safety. More than 1,000 students representing more than 20 Illinois high schools participate in this program annually.

Each summit is guided by a Student Advisory Committee, composed of two representatives from each school, which selects policies and programs to research and discuss at the summit. During the spring semester, students study, discuss, and respond to the problem of violence using a special curriculum written by CRFC for the summit; they also design and implement a service project in their school to address one of the selected issues. The program culminates at the end of the school year in a daylong summit, where 200 student delegates meet with local, State, and national policymakers to address these issues. Summits have featured teleconferences with U.S. Representatives and Senators from Illinois; OJJDP Acting Administrator John J. Wilson; the Governor's Office in Springfield, IL; and students facing the same issues in Lima, Peru.

take part in service-learning activities to improve public safety. The curriculum consists of 10 interactive lessons.

Law in Social Studies is a series of supplementary texts that integrates the study of law into standard social studies course objectives. The series includes *The Drug Question: The Constitution and Public Policy* (U.S. government), *American Album: 200 Years of Constitutional Democracy* (U.S. history), *To Promote the General Welfare: The Purpose of Law* (U.S. history), *Of Codes and Crowns: The Development of Law* (world history), and *From the School Newsroom to the Courtroom* (U.S. government). Each textbook is supported by a step-by-step teacher's guide.

CityWorks is a high school curriculum that links the study of local government to mainstream government courses through service learning and research. The curriculum consists of six classroom lessons and six research and application activities.

Police Patrol and We the Jury are simulations that engage the whole classroom in playing roles, such as police officer or witness, in scenarios that demonstrate the real life experiences of police or jurors.

Streets, the Courts, and the Community includes 10 interactive lessons that enable juvenile offenders and at-risk students to develop valuable skills as they learn about the American civil and criminal justice systems.

It's Yours: The Bill of Rights is an eight-unit textbook for students for whom English is a second language. It uses

interactive strategies to examine the rights and responsibilities of citizens under the U.S. legal system. The teacher's guide incorporates both language acquisition techniques and LRE strategies.

The Challenge Series, sponsored by the W.M. Keck Foundation, addresses key challenges facing our Nation. *The Challenge of Diversity* provides an indepth look at issues of racial and ethnic diversity in the United States. *The Challenge of Violence* outlines the problem of violence, examines public policies addressing violence, and teaches violence-prevention strategies. *The Challenge of Information* examines issues surrounding information and the media, including the first amendment, press responsibility, free press, fair trial, misinformation, and the Internet. Each book has a separate teacher's guide.

CityYouth is the curriculum for a multi-disciplinary, curriculum-based, service-learning program for middle school students. With a grant from the Carnegie Foundation, CRF developed this 32-lesson curriculum that includes a teacher's guide, student materials, and assessment strategies.

Active Citizenship Today (ACT) is the curriculum for a program that CRF developed in collaboration with the Close Up Foundation. The ACT program integrates the study of government with active community participation. ACT students examine local issues with national public policy implications (e.g., crime) and combine their studies with ongoing community service projects. ACT teacher materials and student field guides are available in both junior and senior high school versions.

Training Opportunities

Training for teachers who work with regular and at-risk students is available on a variety of issues, topics, and strategies. Recent training has focused on the jury system, the Bill of Rights, equal protection, voting rights, criminal procedure, civil discussion, federalism, diversity, and discrimination. Training is available through open enrollment conferences, seminars, and institutes. Fee-for-service opportunities are also available to interested schools and institutions.

Training for police officers, judges, and community leaders who are interested in supporting Youth for Justice activities with young people is also available. CRF provides basic training in LRE methods and issues and offers opportunities for partnerships with teachers and their students. CRF also works with selected LRE sites, such as the courts, to provide LRE field experiences for interested schools.

Training and placement opportunities for attorneys who are interested in volunteer experiences, working side-by-side with teachers, are available. Attorneys receive training in LRE methods and issues, study sample LRE lessons, and learn how to serve as effective partners of teachers in the classroom.

Phi Alpha Delta Public Service Center

The Phi Alpha Delta Public Service Center (PADPSC) develops and implements LRE programs that teach students from kindergarten through grade 12 conflict resolution, communication, and antiviolence skills. As the Nation's largest law fraternity, Phi Alpha Delta is uniquely positioned to recruit and train attorneys and law students for participation in Youth for Justice LRE programs. PADPSC provides training, technical assistance, specialized program development, and information dissemination to educators; administrators; elementary, middle, and high school students; attorneys; law students; judges; community service organizations; law enforcement officials; and juvenile justice practitioners.

Program Highlights

The Elementary Student/Law Student Law-Related Education Initiative pairs law students with fifth-grade classes to teach students how the law operates in a number of different situations. The legal concepts connected to contract,

consumer, torts, criminal, and trial law and rule and law making are discussed.

The Youth Court Initiative recruits nationally for attorney and law student volunteers to participate in and support local youth or teen courts. PADPSC uses its database of alumni and current law students for promotional mailings and publishes announcements about volunteer opportunities in the *Phi Alpha Delta Reporter* and in State bar association journals.

Publications

Respect, Reflect, Resolve contains 10 anti-violence lessons to help students in middle and high schools learn to peacefully resolve conflicts, including family violence, international conflict, and sexual harassment, through mediation and creative thinking. Conflict resolution skills are taught through a series of inclusive, interactive lessons. The publication also includes guidelines for setting up a school-based peer mediation program, tips for nonteachers to be effective classroom resources, and tips for working with special at-risk students.

Respect Me, Respect Yourself teaches history (with an emphasis on the Bill of Rights) and conflict resolution skills to elementary-level students. The teacher's guide includes warmup activities, cross-curriculum advice, and guidelines for establishing school-based peer mediation programs.

Antidote: Civic Responsibility—Drug Avoidance Lessons for Middle and High Schools helps students understand the consequences of using alcohol and other drugs in nine interactive lessons. The lessons, ranging from small-group activities to mock trials, place students in the roles of judges, attorneys, law enforcement officers, jurors, and parents. State-specific supplements (available for all States, the District of Columbia, and Puerto Rico) contain specific cases, statutes, and penalties.

Teaching About the Bill of Rights in Elementary and Middle School—A Resource Guide for Lawyers, Law Students and Teachers includes 11 interactive lessons about the Bill of Rights for students in kindergarten through eighth grade. It teaches democratic values, positive attitudes toward the law and the legal system, and civic responsibility.

Freedom, Fairness and Equality—Constitutional Law Resource Guide is a research tool that contains subject-matter summaries, case briefs, and discussion questions on U.S. Supreme Court cases that deal with equal protection, due process, freedom of expression, and freedom of religion.

Lesson Plan of the Month was published by PADPSC from 1992 to 1997, from August to May (during the school year). Each stand-alone, ready-to-use lesson for secondary-level classrooms is based on a headline topic. Attached elementary adaptation guides make the lessons useful for all grade levels. Some of the featured topics are international conflict, domestic violence, sports and the law, prisoners' rights, school violence, stalking, guns, media violence, school prayer, gangs, freedom of speech, hate crimes, balanced budget, and copyright law.

Street Law, Inc.

Street Law, Inc., is a nonprofit organization dedicated to empowering young people through innovative education programs about law, democracy, and human rights. Street Law staff and consultants provide workshops that focus on engaging content, interactive teaching methods, delinquency and violence prevention theory, and strategies for effective program implementation. Program models, materials, and training and technical assistance are available for a wide range of school, community, and juvenile justice settings. All Street Law curriculum materials emphasize practical life skills such as conflict resolution, communication, and problem solving.

Program Highlights

Youth Act is a leadership training program that helps young people identify community problems and then design and implement solutions in cooperation with adult partners.

YouthVision is a partnership among Street Law, the National Crime Prevention Council, and the Center for Youth as Resources. Each year, youth are issued a "challenge" to describe how they want to work with other young people and adults to craft innovative projects that address conflict, prejudice, or violence in their school or community. YouthVision provides seed funding and technical assistance to help young people develop their ideas into workable projects.

The Street Law/YMCA Civic Fitness Camp is a 5-week summer academy experience for middle school-age youth that is designed to improve their citizenship knowledge and skills. The camp was piloted in the District of Columbia in 2000 and will be available to other jurisdictions through YMCA/LRE partnerships in summer 2001.

Publications

Street Law, Inc., has published the following documents related to LRE.

Street Law: A Course in Practical Law (sixth edition, 1999) explores criminal, consumer, family, and housing law; intellectual property issues; and individual rights for students in grades 9–12. The appendix provides the complete U.S. Constitution, State-by-State laws, and information on law-related careers. Supplements include a comprehensive teacher's manual, computerized tests, two videos, overhead transparencies/blackline masters, a workbook, and a Web site.¹²

Teens, Crime and the Community (third edition, 1998) educates young people in grades 6–12 about preventing crime and violence. The textbook covers conflict management and teen victimization issues such as drug and alcohol abuse, family violence, sexual harassment, and violent crime. Students learn to design community service projects to make schools and neighborhoods safer. A teacher's manual is available.

Law in Your Life (1998) is an easy-to-read textbook designed specially for students who have not had success with traditional educational materials. The book's practical law lessons develop critical life skills and provide for positive experiences with adults.

We Can Work It Out! Problem Solving Through Mediation (1993), for ages 14 and older, and **Let's Say: We Can Work It Out! Problem Solving Through Mediation** (1998), for ages 8–13, instruct youth in the basic elements of mediation and conflict management. Each textbook includes a model mediation showcase in which young people display their newly acquired skills.

Street Law Mock Trial Manual (1984) is based on 20 years of experience in classroom mock trials. Designed for students in grades 7–12, the manual is reproducible and includes six optional trials on civil, criminal, and constitutional issues.

Community Works: Smart Teens Make Safer Communities (1999) is a complete action kit that provides 31 lessons with reproducible handouts, posters, an instructional video, and proven strategies to help youth reduce crime victimization. The kit also helps youth develop an action plan that addresses a community problem.

Police as Community Teachers (1998) provides lessons for school resource officers (SRO's) and educator partners to use for effective LRE. This 11-lesson curriculum for use in school or community settings helps students understand police work and develop positive relationships with police officers (available in English and Spanish).

Save Our Streets: Lessons About Guns, Public Policy and Conflict Resolution (2001) provides youth in court, community, or school settings with opportunities to explore the judicial system, examine issues of weapons possession and use, analyze the effects these issues have on community safety, and learn and practice skills for resolving conflict appropriately.

Parents and the Law (1998) helps young parents strengthen their families and prevent child abuse and neglect. It includes lessons on laws that affect the family, information on community resources, and opportunities for developing skills in problem solving, empathy, cooperation, and communication (available in English and Spanish).

Street Law for Juvenile Justice Settings (2001) provides a compilation of lessons that have been tested extensively in detention, probation, group home, and training school settings. An introductory section explains law-related teaching strategies and suggests groups of lessons that are most appropriate for various juvenile justice settings.

Training Opportunities

Training for educators in school, community, and juvenile justice settings on a number of curriculum-based topics is available. Parents and the Law training incorporates law-related lessons in English and Spanish into parenting education programs. Street Law: A Course in Practical Law consists of multiday institutes that focus on the curriculum's criminal, consumer, family, housing, and intellectual property law and individual rights issues. The Supreme Court Summer Institute is a national seminar on the U.S.

Supreme Court for secondary-school law and government teachers, which Street Law cosponsors with the Supreme Court Historical Society. Conflict resolution training provides instruction in the basic elements of mediation and conflict management, as provided in Street Law's *We Can Work It Out* curriculums, and includes "The Mediation Showcase," a mediation simulation performed in front of spectators. Street Law's staff can also develop staff training programs for local school districts.

Training for professionals in afterschool and community settings to employ Street Law's *Community Works* curriculum strategies is available to help youth reduce crime victimization and develop action plans that address community problems.

Training for school resource officers and their educator partners to serve as effective LRE instructors using the *Police as Community Teachers* curriculum is available.

Training for professionals in diversion, probation, or alternative school settings, based on the *Save Our Streets* curriculum, provides guidance in implementing lessons on gun violence, public policy, and conflict resolution as part of a court system's diversion or probation program or as a supplement to an alternative school curriculum.

National training for professionals in juvenile justice settings is provided by Street Law and other Youth for Justice grantees. Street Law staff and consultants also work directly with State and local juvenile justice staff to provide training in Street Law curriculums.

Conclusion

The Youth for Justice LRE program includes a rich array of human, print, and Internet resources to assist those who are

Police as Community Teachers

"The lessons afford school resource officers (SRO's) the opportunity to share their knowledge and experiences while students gain a better understanding of their rights and responsibilities."

—Officer Joseph Goralez, SRO
Baltimore County Police Department
Baltimore County, MD

interested in strengthening the protective factors that help youth resist delinquency. The national and State projects are staffed by people who know how to work with youth, locate or create educational resources, and work cooperatively with other organizations.

Law-related education instills protective factors in the youth it serves. These factors include bonding to the school and community, communication skills, problem solving, critical thinking, and social participation. Youth for Justice projects have programs and publications that can be used for early intervention, substance abuse and violence prevention, conflict resolution training, bonding with law enforcement and legal professionals, teen parenting, detention and diversion settings, and much more.

For Further Information

For more information about Youth for Justice, contact one of the following not-for-profit organizations that coordinate the program.

American Bar Association
Division for Public Education
541 North Fairbanks Court
Chicago, IL 60611-3314
312-988-5735
312-988-5494 (fax)
Internet: www.abanet.org/publiced/

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1405
800-350-4223
818-591-9330 (fax)
Internet: www.civiced.org

Parents and the Law

"At last, a well-organized program to address the needs of young parents. This will build the responsibility and confidence of parents everywhere. The law is definitely there to help families—they just need to learn it!"

—Jan Cowin
Youth for Justice Coordinator,
Alabama

Constitutional Rights Foundation

601 South Kingsley Drive
Los Angeles, CA 90005
213-487-5590
213-316-0459 (fax)
Internet: www.crf-usa.org

Constitutional Rights Foundation Chicago

407 South Dearborn, Suite 1700
Chicago, IL 60605
312-663-9057
312-663-4321 (fax)
Internet: www.crfc.org

Phi Alpha Delta

Public Service Center
345 North Charles Street
Baltimore, MD 21201
410-347-3118
410-347-3119 (fax)
Internet: www.pad.org

Street Law, Inc.

1600 K Street NW., Suite 602
Washington, DC 20006
202-293-0088
202-293-0089 (fax)
Internet: www.streetlaw.org

For more information about outcome evaluations, contact:

Social Science Education Consortium

P.O. Box 21270
Boulder, CO 80308-4270
303-492-8154
303-449-3925 (fax)
Internet: www.ssecinc.org

For more information about ERIC, contact:

ERIC/ChESS

Social Studies Development Center
2805 East 10th Street
Indiana University
Bloomington, IN 47405
800-266-3815
812-855-0455 (fax)
Internet: www.indiana.edu/~ssdc/eric_chess.htm

Endnotes

1. For information about evaluations of LRE programs, see Social Science Education Consortium, 1998a.
2. Extensive information about and links to the State Youth for Justice projects are available on the ABA Web site (www.abanet.org/publiced/lre/main.html). A hardcopy list of contacts for the State projects is available from the Juvenile Justice Clearinghouse via fax-on-demand (800-638-8736, option 1).
3. Information about the most recent (September 2000) conference is on the Internet at www.streetlaw.org/jjconf.html.
4. Youth for Justice promotes youth summits through publications such as the *Youth Summit Planning Guide* (Constitutional Rights Foundation Chicago, 1996) and *Technical Assistance Bulletin 18: Youth Summits: Engaging Young People in Violence Prevention* (American Bar Association, 1999), Web sites, and competitively bid grants.
5. Also available on the Web at www.abanet.org/publiced/youth/tab17.html.
6. For contact information, see the "For Further Information" section at the end of the text for this Bulletin.
7. Available online at www.abanet.org/publiced/lawmatters/home.html.
8. For contact information, see the "For Further Information" section at the end of the text for this Bulletin.
9. www.abanet.org/publiced/lawday.
10. www.abanet.org/publiced/noys/home.html.
11. www.crfc.org/yfjsummit.html.
12. www.streetlaw.com.

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Rockville, MD 20849-6000
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301-519-5600 (fax)
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